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ABSTRACT

Members of the Theory into Practice Subcommittee of the Association for Supervision and Curriculum Development (ASCD) Curriculum Committee were sent an open-ended questionnaire in September 1982. The questionnaire elicited responses from 46 of the 120 subcommittee members. An introduction explains the purpose of the survey as a predecessor for a larger survey on the interaction of theory and practice in the curriculum field. Comments from each respondent follow each questionnaire item. The questions concern the participation in, and identification of, college/school district relationships with respect to curriculum development and implementation, and the identification of particular theories that provide the bases of instructional content and processes. Respondents were also asked what the terms "curriculum theory" and "theory into practice" mean to them, and several questions about theory and practice. (MLF)

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PERCEPTIONS OF THE RELATION BETWEEN CURRICULUM THEORY AND PRACTICE: A SURVEY OF ASCD CURRICULUM LEADERS

Schubert, W.H., Schubert, A.L. and Wojcik, J.
1983
43 pages

EA 016 053

A draft of a questionnaire on the relation of theory to practice was designed during deliberations of the Theory into Practice Subcommittee of the ASCD Curriculum Committee at the 1982 ASCD Convention in Anaheim, March 1982. The purpose of the questionnaire was to survey the experience and perceptions of Committee members (who represent a variety of roles in the curriculum field: e.g., curriculum administrators, university faculty members, government officials, supervisors, and consultants). It was hoped that the questionnaire might be a pilot of a larger survey that could eventually reveal insight into the interaction of theory and practice in the curriculum field. More immediately, it was believed that the responses to the questions could serve as a springboard for discussion and the development of next steps at the 1983 ASCD Convention in Houston.

In the summer of 1982, we developed a slightly revised and expanded version of the questionnaire drafted at the 1982 Convention. In September, we sent this questionnaire to the 120 members of the original ASCD Curriculum Committee formed in 1981. The period from September through December brought 46 responses (and a few "address unknown" notices from the post office).

To be sure, response rate is often decreased when open-ended responses are requested; nevertheless, what is gained in freedom of expression and a set of responses could not have been acquired by the easier-to-complete objective style of instrument used last year.[1] At the same time, open-ended responses of the scope used in this instrument (attached) may be considered hindrances because they may require answers that are too complex to answer in much less than a doctoral dissertation.

Despite these limitations and caveats, we heartily thank the 46 respondants for the time and effort they expended to provide concise responses to the

questionnaire items. Together, the respondants have given us a heuristic device which should stimulate reflection on the relation of theory and practice in curriculum.

For us to attempt to identify central tendencies and themes in the reponses would, we believe, go beyond the bounds of our function. It should be a task of the subcommittee as a whole to reflect on the data presented. As John Dewey said in 1916,[2] "Education...is that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience." In the interest of obtaining greater meaning and direction for our subcommittee as we educate ourselves about curriculum theory and practice, we might look at the questionnaire results with the following questions in mind.

1. What central tendencies do we see in the tabulated responses (on the pages that follow) for each question?
2. What central tendencies do we see based upon an overall sense of the responses?
3. What are some possible and plausible explanations for these tendencies?
4. How might the experiences and perceptions revealed in the responses be reorganized and reconstructed (to draw from Dewey) to give increased meaning?
5. What needs are revealed (both overtly and covertly) in the responses?
6. What sense of direction (to draw again from Dewey) might flow from a careful assessment of the questionnaire responses? In other words, we have the <u>is</u>; how do we move to the <u>ought</u>?

Oughts or shoulds might be interpreted in many different ways; for example:

a. What should be the relation of theory and practice in curriculum?

b. What conceptualization of curriculum inquiry should help satisfy the kinds of needs revealed in the data presented?

c. How should the ASCD Curriculum Committee (and the Theory into Practice Subcommittee) proceed if it is to offer assistance that helps satisfy pressing needs in the realm of theory and practice?

To conclude with a personal note, Ann and I want to say that we have enjoyed serving as subcommittee co-chairpersons for the past three years. We hope that this package helps to facilitate worthwhile decision and action at the meetings in Houston. Due to the fact that we are about to embark on a major curriculum theory and practice project (having a baby in February) we will be unable to join you in Houston. We wish you all the best!

Reference Notes

1. Schubert, W.H. and Schubert, A.L. A Survey of Perceptions about the Relationship between Curriculum Theory and Practice for the ASCD Curriculum Committee, January 26, 1982.

2. Dewey, J. Democracy and Education (NY: Macmillan, 1916), p.76.

TWO NOTES OF IMPORTANCE

We are pleased to inform you that Rolland Callaway has agreed to chair the sessions at the 1983 meetings of the Theory into Practice Subcommittee in Houston. Many thanks, Rolland!

The compilation of questionnaire results was greatly facilitated by the work of Jenny Wojcik, a doctoral student in Public Policy Analysis in the College of Education, University of Illinois at Chicago. Many thanks, Jenny!

The questionnaire appears on the next pages and is followed by a compilation of the responses by question.

n=46

THEORY INTO PRACTICE SUBCOMMITTEE: QUESTIONNAIRE

I. Do you participate in a college/school district relationship with respect to curriculum development and implementation?

33 YES.
Please describe the relationship and indicate successes/failures.

PLEASE SEE SUBSEQUENT PAGES FOR OPEN-ENDED RESPONSES WHICH ARE ORGANIZED FOR EACH QUESTIONNAIRE ITEM.

13 NO.
Would you like to participate in such a relationship? _____
What type of relationship would be appropriate? _____

II. Do you (and/or the teachers with whom you work) base the content of instruction (i.e., what is taught) on particular curriculum ideas/concepts/theories/principles?

41* YES.
Please describe them. _____

7 NO.
Please describe what guides the instructional content. _____

* Note: two people answered both yes and no.

III. Do you (and/or teachers with whom you work) use an instructional process based upon particular curriculum ideas/concepts/theories/principles?

30 YES.
Please tell what they are.

11 NO.
Please tell what guides the instructional process(es) utilized?

5 NO RESPONSE

IV. What does the term "curriculum theory" mean to you?

V. What does the term "theory-into-practice" mean to you?

A. Do you believe we should search for models to translate theory into practice? If so, and you have found a model that works, please describe it.

34 YES

4 NO

2 NO RESPONSE

6 MISC.

B. Do you believe that theory is worthwhile only when it is conceived of as serious reflection on the part of those in curriculum and teaching? _____ If so, please describe how this might occur.

14 YES

20 NO

1 NO RESPONSE

6 MISC. (5= "don't understand")

C. Do you believe that the separation of curriculum theory and practice is artificial? _____ If so, please explain.

21 YES

14 NO

0 NO RESPONSE

1 MISC. ("don't understand")

D. Do you believe that curriculum theory and practice are fundamentally distinct enterprises which we should strive to keep separate? _____ If so, please explain.

1 YES

20 NO

2 NO RESPONSE

13 MISC.

VI. What has your own experience taught you about how we should conceive of the relationship between curriculum theory and practice?

1. Do you participate in a college/school district relationship with respect to curriculum development and implementation?

Yes (n = 33) No (n = 13)

YES Please describe the relationship and indicate successes/failures.

1. Middle Childhood program development and training of staff-relatively successful.

2. Professors are hired as consultants or evaluators.

3. As a member of the State Education Agency, I work with both groups. Colleges are involved with the development, while I conduct inservice programs to help districts adopt and implement curriculum.

5. Former H.S. curriculum director-presently principal. Have had total support for initiating philosophy and strategy for molding an entire school.

6. As a leader in a professional organization, my main role is that of arbiter-interpreting teacher and district viewpoints (which don't always overlap) to collegians and vice versa.
Most notable failure: attempts by academe in the 60's to foist transformational theory on teachers - a discipline-centered theory that failed to attend to how children learn.
A qualified success: getting true believers in all camps to promote process-oriented composition instruction among teachers, testing specialists, legislators, administrators.

7. Situated at a high school within Gallaudet College.
Successes: articulating the curriculum on paper - close interface between class objectives, activities, evaluations.
Weaknesses: Indepartmental teaming less than ideal coordination between elementary and college programs and our high school curriculum isn't right.

8. We have an informal relationship with several state and private colleges in the area. We use some of their staff as consultants; they offer extension courses here for our teachers, credit is given for some of our staff development activities. These programs are considered successful.

9. We hire college consultants in two specialized fields (gifted and behavior modification) to provide help our teachers and administrators with these programs and to conduct periodic formal formative evaluations.

11. Not formalized. We request their input and review.

13. Am often called upon to explore curriculum issues with school districts, county offices, and the State Department of Education. Not as part of my university assignment, however.

14. Department of Education, State of Michigan - Chair of committee to prepare guidelines on Multicultural Education Curriculum.

16. I have worked as a teacher in a lab school where the major emphasis has been training new teachers and providing inservice for returning teachers. Much of our work deals with curriculum development and implementation. I feel strongly that universities must work directly with school districts in curriculum development and even more directly with implementation.

17. We have worked with Cal State Northridge on their (Bay Area Model) Writing Project. On an on-going basis, we use the directors of this project to evaluate writing samples, evaluate spelling test results and curriculum, etc. Successful but limited.

18. In a very limited way. Use of consultants or through social program grants.

20. As county school systems director of planning and evaluation in the department of instruction, I have a close working relationship with the curriculum area.

21. Because we are located in a college setting, our relationship is ongoing and readily used in a number of ways. It is largely successful with minor exceptions when "roles" get fuzzy and need clarification.

23. At times I am called upon to assist school districts in developing curriculum.

24. A recent example is a combination evaluation and research project. It involved assisting the school district in doing a program audit to determine the degree to which planned curriculum was being implemented. The research dimension relates to teacher implementation practices in instances in which there is high and low congruence between planned and actual curriculum.

25. At the school in which I am principal we have early childhood ed block students (12) student brothers (3) an administrative intern (1). We as a staff work closely with supervising university personnel.

26. School district pays instructor. College grants credit for a reduced tuition rate.

30. The Anchorage School District has participated with Anchorage Community College in an Electronics Articulation Project which identified the appropriate curriculum and sequence for students in high school and then going to junior college.

31. I am the chief consultant to the (Texas) Statewide Project for the Deaf, a project originated to create a statewide curriculum structure for deaf children in the state. Now in its 13th year, the project has made great progress and has evaluation data to support its value.

32. As a person at the State Department of Education (SDE) level this is difficult to generalize about. State staff and university people do work together on, for example, statewide conferences of professional subject area organization, SDE publications, etc. The trend is to publish SDE Standards of Excellence as guides to developing local curriculum development processes.

33. Limited specific curriculum development, such as fisheries curricula, cultural content. Relationship is ad hoc - dependent on mutual interest. ASCD (Alaska) is cooperatively organized to effect developmental projects statewide. Also, some university/district pre-service training (cooperatively).

34. I am an instructional supervisor for English, foreign lagnuage and our media centers. We do the following with success:
(1) weekly meetings, (2) needs assessment (3) testing program (school and state of N.J.) and (4) yearly revisions. We do not work with any college program.

35. Our district has had a relationship with the University of Pennsylvania and now has a similar one with Temple University. The participation has been of two types:
(1) specific meetings sponsored by the university for the council members - these have been both administrative and curricular and have been good quality, generally,and
(2) conferences sponsored by the university with open enrollment to all interested districts. These have been more focused on instruction rather than curriculum per se. The quality has been very good.

36. I teach in the local ISD Gifted Program and consult extensively through the Regional Service Center. I also represent several publishers as a curriculum implementation specialist.

38. As Associate Dean for Education Outreach and Director of our School Service Center, I am responsible for regular contact with approximately 100 school districts. Many of these contacts result in a wide variety of projects - curriculum development, instructional analysis and evaluation.
Successes/Failures: again, a wide variety. Some projects take a long time, others a day or two. Some of the short-term give the feeling of immediate success. On the other hand some never quite seem to get off the ground.

39. As we develop curriculum for our state we use both college personnel and school district personnel.

41. The Georgia Department of Education works very closely with the colleges and local school districts in the planning, development and implementation of curriculum.

43. I teach graduate courses in field-based location i.e. outside the university.

45. But only in last month. A District rep will serve on the University's learning council.

46. We encourage our LEA ECE staff to develop curriculum guides utilizing our specific guidelines. We are successful in that our locals have developed appropriate guides.

NO Would you like to participate in such a relationship?

Yes 11 No 2 Somewhat 1

What type of relationship would be appropriate?

4. An advisory relationships would probably be sufficient. College don't always have a feeling for what is actually occuring in the "real" world.

10. Some type of advisory relationship to each other.

12. No - present arrangement of colleges providing undergraduate and graduate education.

15. 1. Advisory group to college courses' content
2. Advisory group for college district curriculum projects planning

19. A "lighthouse" school stressing achievement

22. One in which we have a two way movement and interaction. Without this theory use and application we have no use for this interaction.

27. consultant, employee (part time)

28. no comment

29. The type which supports the local system in its collection of data on needs, translation of needs into program design based on a sound theoretical base and the injection of latest most valid research.

33. (additional comment initial response yes) Relationship coordinating pre-service training w/specific curriculum approaches in vogue and use. Continuing inservice training to include curriculum development/implementation/staff development.

34. (Additional Comment) My husband and I have worked together on a system. He's at Rutger's University and I'm a secondary school system. Our ideas will be presented in Houston as part of our subcommittee's Action Lab.

35. A mutual assistance relationship between equals.

40. An in-service or on the job type relationship that would improve achievement. Perhaps graduate credit.

42. It should be long-term (three or more years); college should provide theory background and then assist division in turning theory into practice.

44. (Somewhat) Resource - utilize expertise of college staff in areas of new curriculum approaches.

11. Do you (and/or the teachers with whom you work) base the content of instruction (i.e., what is taught) on particular curriculum ideas/concepts/theories/principles?

YES Please describe them.

1. Jerome Bruner's Spiral Curriculum; Developmental Approach to Human Development; Fuller's concepts of "becoming a teacher".

2. We have a set of learning principles as part of our contract with the local teachers' association.

3. I conduct workshops on practical approaches to learning theory. I have used materials developed by Madeline Hunter which have proved very successful.

4. While all of our content in any discipline is geared to the "average student", the developmental stage of students is considered, reading level and also learning styles are of importance.

5. We have established an educational philosophy which has led to appropriate instructional goals and objectives outlined in a 1200 page Educational Program Syllabus and suggested by a specific planning procedure.

6. Yes (No - see no response sheet) The majority of teachers seem to hold to some underlying concept of "essential content" - traditional grammar, great classics, fine-paragraph themes, new criticism, myth criticism, or what have you? To some extent this provides focus. Usually it hinders growth.

7. Systems approach to instructional development. We have specified terminal performance skills per course, very cognitively oriented - ala Ben Bloom's six levels of thinking. Also follow the motivational guidance of Madeline Hunter and Bob Glaser.

8. We use basic educational skills that have been developed statewide as our primary guide. District developed curriculum outlines also serve in this respect.

9. The program for the gifted, Gr. 3-7, is an attempt to systematically implement Bloom's taxonomy with emphasis on the higher levels. The Alternative Education Program for severe discipline problems is a strict behavior modification program.

10. At a university, of course, the concepts vary from prof to prof -- as a department we do not and have not addressed this issue.

11. Research, survey, state guidelines, texts, tests} those which are found within these.

13. Value Systems (e.g., Eisner's Conflicting Conceptions of the Curriculum), Teachers' styles, community pressures.

14. Dewey's ideas of learning, Humanistic and Gestalt Psychological Theories of Learning; Experimentalism Philosophy, Taba, Tyler and the Reconceptualist Curriculum Theorists ideas (e.g., Walker, MacDonald, Apple, Mann, Pinar, etc.); Some attention to Minimum Competencies.

15. Based on (1) State Legislature's Mandates (2) Traditional Contents of some academic areas (3) Some principles on building students' self-images.

16. I have a strong bias about teaching process at least as much if not more than content sometimes I feel that the process is the content. I've gained this philosophy via Piaget, Jerolomik, Tyler, Bloom, Goodlad, Joyce, etc.

17. On State and County frameworks primarily, with curriculum support from County offices.

19. The organizing principles suggested by Tyler and elaborated by Taba.

20. Minimum competencies as developed by the state and tested in the state assessment program.

21. We are working with the concept of curriculum management - this causes us to make professional decisions about what is taught on a continuing basis. "Of all the things we could teach..."

23. Often these content decisions are related to state mandates - for example, the teachers must write extensive lists of behavioral objectives.

24. Program is based on view that those who work in curriculum must be especially competent in dealing with changes. Therefore the goals and objectives of the program evolved from a general model for planning change (e.g., assess, design, program implement, evaluate).

25. Major concepts are identified in curriculum guides and adopted textbooks.

26. Well defined essential objectives. Broad enough to provide teacher methods and ideas, yet specific enough to assure consistent course content from school to school.

27. Needs of child - immediate and futuristic; skills needed - immediate and futuristic; needs of identified community - immediate and future; needs of society at large - immediate and future.

28. 1. We examine social expectations and rational thought to determine content.
    2. We listen to Erikson for personality needs we can supply thru content.
    3. We listen to Piaget for placement of content.

29. Planning originates with broad system-wide goals, then to curriculum domains and the objectives. The design then is functional based on the learning opportunities needed to accomplish the objective and developmental characteristics of the learners.

30. The curriculum is based upon the sequential development of concepts and skills through the grade levels.

31. What is taught should be (1) systematic (2) reflect the structure of the discipline to the degree that the structure is known (3) be responsive (4) spiral the occurrence of concepts to reinforce higher and higher levels of comprehension, etc.

32. Since curriculum development is delegated to the local school district level, the State Department of Education encourages district level people to define such and develop content so based.

33. Yes (No - see no comments) Are developing (for adoption) set of instructional principles for inclusion in Board policy.

34. We try to use process methods; therefore it is the concept not the materials that are stressed.

35. The content of instruction principles upon which we have been functioning are the following:
    1. There should be a carefully articulated K-12 scope and sequence.
    2. Wherever possible subject content should have an interrelationship established with other related disciplines and with affective and psychomotor domains.
    3. The overall content throughout the curriculum should be balanced and comprehensive.
    4. Content should be selected and presented in close relationship with the student maturation level to handle it. (Piaget)
    5. Content should be individualized in accordance with student level of achievement.
    6. A carefully developed set of evaluative instruments should be designed to measure achievement of content.

36. My colleague and I use a "confluent curriculum development" model. We have received several grants and work in a national network to implement curriculum with both cognitive and affective elements.

37. Identification of the goals of education is the prerogative of the people (national, state and local) as expressed by their representatives. Specific objectives consistent with the identified goals are the responsibility of professional educators. Content and learning experiences should be relevant to the lives of learners. Learning experiences in skills acquisition should be based on preassessed needs of learners. Selection and organization of objectives and content is a school district responsibility. Selection and organization of learning experiences is a classroom level responsibility. Student achievement of learning objectives should be carefully monitored, periodically measured and accurately recorded.

38. My experience tells me that the "content" of instruction is:
    1. the prescribed curriculum, especially the textbook, and
    2. the teacher's voice.

    Thus the curriculum is determined primarily by the authors of texts and what the teacher decides to do with it, i.e., background and experience.

39. Most of the content of required courses we developed are based on 11 maturities (goals) our state has developed.

40. At present we are working our way toward the use of a model for teaching the different talents as described in Calvin Taylor's "totem pole". The basic assumption is that all work is academic but the academic is divided up into talent areas such as productive thinking, planning, communicating, forecasting, and decision-making. Basic Skills -- the "3 R's"m etc,

41. Most local systems base their instructional guides on the concepts of the content area and current theories of instruction.

44. K-12 sequences, utilizing established curriculum as recommended by leaders in the field.

45. A syllabus has been prepared for each secondary course listing objectives and suggested teaching techniques.

46. Yes/No When we monitor and/or assess programs we check to see that what is being taught is consistent with identified or specified curriculum for the particular level.

NO Please describe what guides the instructional content?

6. No (see yes) Other teachers (and I) favor broadly agreed upon areas of content (such as literature, composition, oral communication) -- perhaps under some still broader theoretical framework (e.g., language development). The specifics of content then are flexible, according to the needs of learners -- e.g., adolescent literature and/or classics, etc.

12. Goals and objectives of the district

18. The content emerges from the concepts which are prevalent in the particular field of study.

22. We use a matrix of all the available approaches based on each individual's strong points and preferences.

33. No (see yes) To this time, content guided by individual/independent approaches, usually by "adoption" of approaches not upon theoretical or conceptual.

42. At present each teacher decides content based on textbooks and few guidelines from the state. We are beginning to address this problem this year.

43. The textbook

46. No (see yes) Instructional content in most instances is guided by State ECE guidelines.

III. Do you (and/or teachers with whom you work) use an instructional process based upon particular curriculum ideas/concepts/theories/principles?

YES Please tell what they are.

1. Models of teaching (esp. B. Joyce's work); instructional evaluation (self-assessment and clinical supervision).

2. Same as question 2 (we have a set of learning principles as part of our contract with the local teachers association).

5. Noted in previous question - "syllabus".

6. My favored approach - drawing generally from Piaget and more specifically from Neisser, Broudy, Frank Smith, Halliday and Moffett - involves stimulating students thinking skills (including affective and I hemisphere modes); rich oral language interaction and building on such interaction to use writing as a way of learning and discovering meaning. I look forward to theories that relate process and content more closely, perhaps through applied semiotics; certainly not through curriculum tinkertoy like the Paideia Project.

7. Systematic structure - introduction, teach, model, independent practice (enrich or reinforce/remediate), evaluate.

8. We are in the process of training our teachers based on the work of Madeline Hunter and others that emphasizes the science of teaching.

10. Again, they vary.

11. Basically, a Madeline Hunter approach and mastery learning as well as current research.

12. (qualified question changed curriculum to more learning concepts) Early childhood principles based on Piaget.

13. (Ayain, Eisner's) - several i.e., Inquiry (Cognitive) Values (Affective) Developmental i.e., Bruner & Piaget.

14. For the technonics of writing curriculum we use ideas from Tyler and Minimum Competencies movement, and George Posner's conceptual processing.

15. 1. Some instruction based on cognitive styles of students.
2. Elementary/Sec. Curr. "Guides" of District set guidelines

16. I use "theory into practice" process most heavily influenced by Madeline Hunter's synthesis of current concepts, theories and principles.

19. Core curriculum principles a la Bossing.

22. Inductive thinking patterns.

25. As stated in District K-12 Curriculum Guides and in adopted texts.

27. Well, I rely heavily on principles of learning developed by psychologists -- the end result is a strong interdisciplinary approach using much varied techniques/media/eclectic.

28. We advocate a recognition of learning style so far as practicable, with a conscious effort to also have the learner recognize different styles and to try them on -- not "behavior mod".

29. We are just beginning to introduce support and advocate the work done by Madeline Hunter and Gagné.

30. Various components of instruction deal with Bloom's taxonomy.

31. I follow the principles specified in the curriculum documents. If they do not succeed, I seek precedent from other research, from analysis of evaluation data and from common sense. When something does not work I abandon it.

32. See response to question II (Since Curriculum development is delegated to the local school district level, the State Department of Education encourages district level people to define such and developed content so based).

33. We use the C.R.P. (Curriculum Renewal Process) developed for use in Alaskan districts -- author: LeRoy Owens (made available through Alaska D.O.E.)

34. Bruner's concepts are considered along with Suchman, Ausabel and Bloom.

35. Instructional processes should be based on:
    1. The laws of learning (planning, goal setting, motivation, drill, linking of past learning to new learning, etc.)
    2. Individual learning styles
    3. Large group small group individual utilizations
    4. Development of higher levels of thinking (Bloom)

    It is hoped that both content and process will flow from a carefully developed set of needs assessments.

36. I utilize structured inquiry with a small group management model.

37. Direct instruction based on preassessed needs for skill acquisition. Hands on experiences and simulations to assist in concept development. Classroom organization and management to maximize student engagement with learning activities.

38. I do feel most teachers utilize the Tyler Rationale. However for many the goals/objectives are in their head so to speak and they plan on that basis. In otherwords they follow the rationale without realizing it.

40. 1. State curriculum guide
    2. Textbook guides
    3. Bloom's Taxonomy

44. Accepted learning theories; administrative and organization theories and principles; sequenced goal oriented strategies.

46. The instructional process is frequently based on theories and principles. However, our teachers are encouraged to utilize those procedures that have proven to be successful with their particular population.

NO Please tell what guides the instructional process(es) utilized?

3. There is no one best process. I suggest they (teachers) be exposed to several so they can match the process to the content taught.

9. No comment.

17. Teacher choice based on a variety of inservices and courses taken.

18. Usually the instructional process is influenced by individual teachers training (or experience). Occasionally the needs of a particular content area dictate the instructional process.

21. We are working on the sync between written - taught - tested. We are not at "arrival stage" !

23. I would say that the teachers use instructional processes which seem appropriate to them.

24. Large group, small group, individual writing projects. Most instructional activity focuses on small group and writing projects.

39. Should be individualized for the individual teacher and students.

42. See question II (At present each teacher decides content based on textbooks and few guidelines from the state. We are beginning to address this problem this year.)

43. What has worked for them in the past. This may or may not be based on and theories and principles.

45. Each building's program is determined by the site administration.

MISCELLANEOUS COMMENTS

4. ?

20. Question unclear

26. What is the difference between this and 11?

41. N/A

IV. What does the term "curriculum theory" mean to you?

1. A structure which incorporates philosophy, research, data etc. into a proposed means of decision-making.

2. No comment.

3. "Curriculum theory" is what is believed to be the best vehicle available to increase the probability of student learning. It's what one believes should be taught based on the best available evidence.

4. Curriculum theorizing must be more than speculation or hypotheses. Curriculum theory must be built on the testing, observation, reasoning and confirmation of any general principles. It is the explanation and organization of a great number of related facts or occurrances in any one curricular area.

5. Curriculum theory must be differentiated from instructional philosophy. Curriculum theory are those underlying premises which form the basis of instructional philosophy and ultimately instructional processes.

6. An overarching set of constructs that take into account learning theory, the structure of the various disciplines, and the potential of educational institutions as delivery systems. Learning theory entails, among other things, the students psycholinguistic and sociolinguistic backgrounds.

7. Taking learning theory a next step, how students learn best→how we can tailor instruction and materials to assure that success. Then the next step is curriculum implementation or putting all of this into practice.

8. Philosophical concepts that deal with the total school program -- what should be included, etc.

9. A theory is a general statement (which may or may not be verifiable) from which one can gain insights regarding the world around him or her and upon which one can have course of actions. A "curriculum theory" is a theory pertaining to the curriculum field.

10. The manner in which one organizes his/her perceptions about the elements of curriculum construction.

11. "Concepts/ideas/principles" of curriculum development which are integrated with instructional "concepts/ideas/principles".

12. Concepts about what curriculum is, how it should be organized what purpose it serves.

13. Ideas which guide the curriculum decision making process.

14. Understanding the conceptual and ideological relationships among the <u>processes</u> involved in curriculum <u>design</u> and development (The two latter concepts are used here as Beauchamp and Zais use them).

15. General quidelines for the development and implementation of a particular strategy in curriculum i.e., 1. formal 2. operational 3. instructional 4. ideal 5. student experiential.

16. Curriculum theory means a system of assumptions, accepted principles, and rules of procedure devised to analyze, predict, or explain. The nature of, or behavior of those things which are taught and learned in educational institutions.

17. A somewhat global structure into which content, teaching methodologies, student groupings etc. are organized.

18. A set of assumptions which may be used in curriculum formation. I do not find the term particularly useful. My hunch is that what most people mean when they use the term is instructional theory.

19. An underlying explanation whose exemplification can illustrate ideal classroom practices.

20. The principles and philosophy upon which school-based learning is developed.

21. Curriculum theory is the body of ideal notions about how learning should be planned and presented in a sequential, coordinated articulated manner.

22. That body of knowledge that relates to how we have taught (in the past) and the way in which we apply this to our jobs today.

23. I like Zais' distinction between theories of (gravity, etc.) and theories for (Prescription/diagnosis). I see curriculum theory as the set of constructs which interpret curriculum phenomena through description, prediction, and explanation. Curr. - all the experiences under the auspices of the school.

24. A set of related statements explaining;
    1. technical language
    2. activities essential to the field, and
    3. relationships among identified phenomena of the field.

25. A rationale for developing curriculum.

26. The establishment of course content that can be put into practice.

27. Processes of and catalysts to curriculum development, curriculum evaluation and curriculum implementation.

28. It means having a solid philosophy of education in place - so that day-to-day decisions about appropriateness of content or method can be easily made and backed up. It is based on a thorough knowledge of child development and does not hesitate to evaluate a curriculum against the child, instead of the other way around.

29. A tenet on which curriculum planning development, implementation and evaluation may be structured.

30. Systems of organizing what is to be taught.

31. Curriculum theory is the set of propositions that seek to explain:
    1. the sources of curriculum
    2. the structure of curriculum
    3. the basis of curriculum evaluation
    4. the level of curriculum implementation
    5. the political influences on curriculum and similar concerns.

32. The term means a variety of things! It may refer to a specific organizational approach organizing and making curriculum decisions around the latest theory in vogue, right now probably the effective schools research. I would like to see a tie together between curriculum as content and instruction as process.

33. Assumptions upon which development of curriculum can be based.

34. Research based ideas that have a bearing upon curriculum practices. These practices (theory) could or could not prove to be useful in the classroom.

35. "Curriculum theory" is parallel to economic theory in that both are formulations based on carefully considered, research-based but, unfortunately, not scientifically verified and conclusive principles as to what are the most efficacious procedures and practices to follow to secure optimal education.

36. Writing about writing curriculum! (with apologies to Decker Walker)

37. A curriculum theory is a set of beliefs about the goals, content and practices of education. They form the basis for answers to questions concerning purposes, goals, objectives, teaching, learning experiences, evaluation and accountability.

38. In my "limited" view the term curriculum refers to the content -- the subject matter, if you will. Thus theorizing about curriculum is an epistemological question -- the knowing and the known. I prefer to view "educational theory" as the umbrella and then consider curriculum, instruction and evaluation "theory".

39. The basis on which curriculum is developed.

40. A definite set of probable ideas of teaching and learning that may become practice. Curriculum is all the things that take place within the home, church,school, or other agencies. It is like weaving a basket. It takes all the things of curriculum to make learning take place.

41. "Curriculum theory" means the formulation of an idea into a hypothesis which can then be researched and tested. The idea is usually the outgrowth of one's experiences but it derived from reading widely in an area.

42. An analysis of the historical and societal issues which should be employed in making decisions about what should be taught to whom and when.

43. Concepts dealing with curriculum.

44. Not sure -- maybe learning theories would be more appropriate.

45. The type of content and approach that is used in a given curriculum area.

46. Particular views that might form the basis for policies and procedures to be utilized in relation to curriculum implementation.

V. What does the term "theory-into-practice" mean to you?

1. Use of theory (see IV) in "real world" situations.

2. Not much, for I feel a more appropriate emphasis would be "practice -- into theory -- into practice".

3. Simplifying educational research and theory so that classroom teachers can comprehend it and incorporate it into the teaching/learning process.

4. "Theory into practice" simply means to take what is known about a certain discipline or area and use it in the classroom.

5. Folks, if we don't know "why" we'll never appropriately answer "how". Too many "how to" programs have caused educators to move in unsound directions only to find promised success as complete failure. What more can I say?

6. Translation of the relevant theoretical constructs (from learning theory, theory of disciplines) into content and methods usable in classrooms. "Translation does not mean "watering down" but "appropriate embodiment". Translation also implies articulation Pre-K upwards.

7. Reflecting in action, writing and word (verbally, a congruent approach to instruction: we teach what we think is important; that matches what we've found students don't know yet; and that matches what later is tested.) Fenwick English's curriculum mapping shift...

8. Taking the philosophical concept and applying it to the actual educational program.

9. Translating an abstract statement into concrete workable statements which teachers can understand and if they so choose implement.

10. That your theoretical orientation is consistent with what you practice.

11. Utilizing data obtained on the basis of theory to make decisions related to curriculum and instruction.

12. Applying a concept by working out the details of application in an educational setting.

13. 1. Basing what is taught in terms of what is believed about how learning takes place.

2. Basing a process of curriculum development/decision making in what is believed to yield a useful product (i.e., top→down vs. grass roots; systematic vs. random, etc.)

14. A translation phenomenon! Also that somehow theory and practice are at divergence that theory is more "advanced" that practice; that implementing theoretical principles may improve practice.

15. A given theory in curriculum development/implementation implemented in a realistic/pragmatic environment.

16. Simply -- what is says -- Putting those rules of procedure, accepted principles and assumptions into operation. Practicing them in such a way that they increase the chance and the opportunity that what is taught may be learned and that what is learned may then be used -- kind of a nice circle.

17. The transfer of curriculum or teaching theory into classroom activity.

18. Application of theory. Formulating a set of actions based on a set of assumptions.

19. See IV.

20. The implementation of these principles and philosophies in the real-world situation -- the classroom.

21. Theory -into-practice is what happens when the "plan..." (above) is implemented with teachers and students.

22. Briefly, the application of the general theories of learning to the specific content areas and the use of the theories in the delivery of those content areas.

23. No comment.

24. Having a base of information which explains practice.

25. Implementation of stated theory.

26. The establishment of objectives, development of course content, teaching strategies and evaluation instruments and the identification of personnel responsible for implementation evaluation and in-service.

27. Taking research findings and utilizing and implementing them.

28. A good theory is the most practical thing in the world. See above.

29. That a theory is developed and articulated in such a manner that practitioners are able to internalize it and use it in making decisions regarding new or reorganized curricula tasks.

30. Actual application in the schools of curriculum theory.

31. "Theory into practice" means the attempt to implement ideas (especially ideas supported by research and evaluation) in the routine operation of educational enterprises. The objective of putting theory into practice is supported by the belief that practice should be based on the best that we know, not just on personal bias or power.

32. It means doing all we can with effective local leadership to show how the theory (hopefully well understood and grounded on firm research) will work in the classroom to solve problems for the classroom teacher as opposed to adding problems.

33. Application of theoretical assumptions into application. Curriculum can be bridge between theory and practice.

34. Use research based data in the classroom and adapt these data to fit the needs of the classroom.

35. "Theory-into-practice" means to me, trying to maximize extent possible permitted by economic, practical and level of training factors to implement these theories which carefully considered professional thinking considers will produce optimal education.

36. Exactly that.

37. It means that students receive curriculum as it was designed to be delivered.

38. I think it means asking the important critical questions about education and schooling and answering those questions in a consistent, non-contradictory way (SSS - Validation of Educational Objectives) so that appropriate practices can be identified, tried and assessed.

39. Making our philosophy an integral part of what happens in the classroom.

40. Theory can sometimes be practice and practice may be theory. Many things are theoretically possible but may not be practical. It is those things that can be practiced that become theory into practice. Hilda Taba and E.P. Torrance advocated many theoretical practices that have become theory-into-practice.

41. After careful research and careful testing if a theory proves to be valuable, then an implementation plan must be developed and implemented. A theory has no value unless it can be shown to be practical and that it can be implemented.

42. Bridging the gap between what should be and what is with an organized approach employing appropriate learning theory and instructional techniques for a given population (i.e., at district level).

43. A plan or model which is based on a theory -- it stops short of implementation.

44. Curriculum implementation is process by which developed program is put into classroom instructional situations.

45. Taking "developed" curriculum, whatever it may be, and getting teachers to endorse it, use it, build on it and refine as a group.

46. Interpreting that which has been identified and implemented such as with students.

V. A. Do you believe we should search for models to translate theory into practice? _____ If so, and you have found a model that works, please describe it.

Yes 34 No

1. Yes

2. See No. V

3. Yes - The Madeline Hunter materials are the best I've seen thus far.

4. No

5. No -- Each program or process will by its own nature have a different theory. I simply believe educators should know the difference between theory and practice and if they don't chances are they never will.

6. Yes -- I find semiotic theory useful in focusing my thinking about curriculum. I've attached an ERIC fact sheet that summarizes my thoughts on this.

7. Yes -- The ASCD group like yours, only we're studying curriculum implementation, is trying to get at this too. I think we should nationally agree on a pool of a few select learning principles that we want to see reflected in curriculum action; and then develop a laundry list of strategies that would deliver on each principle.

8. Yes -- Still looking for it!

9. Yes

10. Yes. I'm in the process of model making but aren't we all.

11. Models should be pragmatic but some tried and true should be identified.

12. Yes -- Best models are early childhood and Skinnerian Applications. Maybe mastery learning but applications are still fuzzy. Tyler model has definite applications but I don't like it.

13. Yes. Tyler's model, Fen English model, Human development model, networking.

14. Yes -- I don't know of any though.

15. Yes -- Some districts "alternative schools" Some bilingual education programs.

16. Yes -- As mentioned previously, Madeline Hunter's work has provided me with a very useful model although I've plugged a great deal of other stuff into it.

17. Yes -- I wish I had one! Even to get Robert Wirtz's ideas into actual use is proving most difficult.

18. No - translating theory into practice is a fairly obvious effort. We need to do more of it.

19. Yes - Taba and Tyler - Bossing (core) about the best around.

20. No answer.

21. Yes - Still working at it. There probably is no single model. The model varies from situation to situation -- that's why it is so difficult to define.

22. Yes

23. Somewhat - Zais' eclectic model

24. Yes - I don't have a model but I'm getting weary of reading about "curriculum theory" that is nothing more than the writer's philosophy about curriculum.

25. Yes - ?

26. Yes

27. Yes - Stufflebeam - he takes many facets of the educational process into consideration.

28. Of course - see above.

29. Yes

30. Yes - Any school district approved model of staff development and pilot testing of programs.

31. Yes - I have not found a model that works. I am suspicious of those who claim to have found one.

32. Yes

33. Yes - C.R.P. (see III) Other "models" just as effective if used enthusiastically and with support.

34. Maybe - I adapt to suit our needs.

35. Definitely - We are trying. Our five phase goal one effort merits very careful consideration as a part of an effective model.

36. No comment.

37. Yes - We do not yet have a model. We are working on it as a top priority objective. We stress MBO, locally developed "Elements of Quality" instructional leadership by principals, staff development and personal accountability. District curriculum guides in each subject identify the objectives and content of instruction.

38. Yes - I haven't found anything that does any better than Tyler -- especially if you read and listen to him carefully and don't attribute things to the model that aren't there.

39. Yes - We do not believe there is "one" model, but many. Space does not permit anything on process.

40. Yes - See #2 - Process model. Getzel-Guba's theory of administrative framework. This model for many translates very well into practice in teaching. The nomothetic (books, materials, contracted by school district) and the ideographic creative use of these materials along with the personality of curriculum teacher creates a different product.

41. Yes - no (model?)

42. Yes

43. No comment

44. Yes - can be accomplished by using organizational theory (any theory that is appropriate for the situation).

45. Yes - any model is closely related to the type of management system a school district uses.

46. Yes - for our population we find it helpful to be knowledgeable about various theories and utilize those parts that suit particular situations.

V B. Do you believe that theory is worthwhile only when it is conceived of as serious reflection on the part of those in curriculum and teaching?_____If so, please describe how this might occur.

1. Others too--Committees, etc. of course. Also publications and respect from the profession.

2. Yes

3. No

4. Yes

5. Yes--If theorists aren't practitioners or vice versa, there is confusion and a lack of consistent direction on any level of education--this is simplistically stated but the question needs some clarification.

6. I don't understand this question.

7. No--a lot of theory is common sense; needs little reflection--needs internalization.

8. No

9. Yes

10. Theory can and should exist on its own merits - it has value even without practical application.

11. Yes - 1. Awareness 2. Relatedness 3. Practice 4. Results -- Strive to demonstrate these.

12. No - The curriculum theorists have often been so esoteric that practitioners don't see any relevance.

13. I don't understand what this means.

14. I don't understand your intended meaning here.

15. No - Not always. Some good suggestions can be learned from people not in education.

16. Ya-(strange wording) Although I think we need two or three ivory tower philosophers to remain philosophical. Dialogue, lots of hands on, in the classroom, demonstration, practice, discussion, evaluation, etc.

17. No - Not necessarily. A curriculum theory could well be proposed by those out of education per se. The next level is to examine and reorganize it for practical application.

18. No

19. Yes - One on one interaction in the diffusion process.

20. No

21. No

22. No

23. No

24. I don't understand the question.

25. Yes - ?

26. Yes

27. Why cannot "lay persons" reflect seriously on curriculum theory? They may be scientists, humanists, or psychologists.

28. Not only--It is necessary to reflect upon the effects of our curriculum and methodology. It takes time, discussion, and a non-threatening setting.

29. Yes--First with a clear communication of what is, journals, institutes, conferences, etc., then models for practical use at the state, system-wide and building levels--Any plan must cover years to saturate the educational community.

30. No

31. (Poorly formed question) This question is goobledygook. It does not as an intelligible question which means the same thing to all respondents. It sounds like a biased question.

32. Yes--It can only occur, I believe, when teachers are deeply involved in the entire process!

33. No--Not necessarily--but somehow theory, to be effective, must be interpreted and applied to solve problems or improve instruction/learning. This does require applications/experiments/model-building and other interpretations into practice.

34. Yes--Active participation (interaction) with colleges and basic education.

35. No--There must be implementation efforts to test the theory, otherwise it is an ephemeral cloud.

36. No--I think it can begin with many sources including fantasy, whimsy as well as serious reflection.

37. No--I would not want to dismiss theorists and theories simply because they are ignored by practitioners. Theory must precede practice. More theorists should become practitioners and more practitioners should be fully aware of the basis of their actions.

38. No--The more the merrier as long as they don't resort to simplistic notions.

39. No

40. Yes (Maybe) -- The above question in my opinion, should read as is but dropping the word "only" after worthwhile. Everything in curriculum is theoretical as grade levels are artificial terms.

41. Yes--Theory evolves from one's experiences. Then testing the theory through research development, and evaluation will determine its validity.

VB

42. Yes--Forums involving teachers, administrators, state ed. personnel and national leaders-somehow this process needs to come closer to the district level and more teachers in a district.

43. N/R

44. Not sure what you mean!

45. No--For curriculum to be successfully implemented, school administrators must function as knowledgeable instructional leaders.

46. No

V C. Do you believe that the separation of curriculum theory and practice is artificial? _____ If so, please explain.

1. In some ways - while many educators "fly by the seats of their pants," others are involved in serious, planned, thoughtful decision-making.

2. Yes - See #II

3. Yes - They are separated only to study them and improve them. When being implemented, the two are bound together.

4. Yes - There is no way to separate the two. Without the theory that has been tested there would be no practice and without the practice upon which theory must draw, there would be no theory.

5. I'm not sure what you mean by artificial.

6. No - One wishes it were artificial, but in fact some teachers string ideas and techniques together without a hint of rationale (or coherance). If we give this a name - e.g. Randomness theory - then we have by definition, made the innocent teacher a "theorist."

7. dunno - The most useful theory comes out of practice - things dawn on us teachers/administrators <u>through</u> practice. This self-generated knowledge may already be in a text somewhere but most meaningful if discovered by self and then refined through reading.

8. Yes - I believe we use theory in practice more than we realize. Much of the theory has been ingested to the extent that we don't think about it. It has become part of our practice.

9. No

10. Yes/No - To the practitioner, the separation is artificial. To the theorists it is not.

11. No

12. Yes - We need a philosophical framework on which to base practice.

13. No - You can't have one without the other. Even practice without theory is a theory.

14. No! - Because there are many things that can occur and are appropriate in either but not necessarily for both.

15. Yes - Curriculum theory is a lot more pragmatic now than 25 years ago. Much of it is based on real environments/studies.

16. Somewhat - Although I see the value of attempting to look at theory and practice separately occasionally - Because of the circular nature mentioned earlier.

VC

17. Yes - The theory remains just that itself until it is tried by fire in education itself.

18. See #IV. I think the term curriculum theory is either seriously limited or highly inaccurate. In either case it is not useful.

19. Yes - The best practice must be based upon theory. The best theorist must know the implications of and for practice.

20. Not always

21. Yes - It is artificial but we seem to have done it that way-maybe its time to undo the separation for the advancement of education.

22. Yes - If it were other than, we could not operate on either position. One must lead to the other or the adjustment of the other if either serves a purpose.

23. No

24. No

25. No - Practice is based on theory.

26. Yes - Curriculum theory is the establishment of an idea that can be tried in practice.

27. No - Of what value is the discipline of curriculum theory if not to be practiced?

28. Yes - Probably because too many teachers never get beyond survival skills, they pick up early. They then hide behind this separation because its easier not to confront themselves and <u>reflect.</u>

29. Yes - As professional educators we must have more objective bases on which to make rational decisions as well as defend our request for needed budgetary allocations. Our efforts must be integrated, so that all personnel can see the whole as well as its parts.

30. Yes - Please see VI below. (Curriculum theory should consist of possible models that are tested in schools, modified as needed and then put into practice.)

31. Yes - Practice should be based on theory and research. To suggest that theory and practice are unrelated is to miss the most basic understanding of their relationship.

32. Yes - A theory means nothing unless it is practiced! Indeed, early steps toward arriving at theory are very <u>individual</u>, but in the end each potential adopter of the theory must work through the theory and almost "toy" with applying it.

33. Yes - Philosophically, theory seems to be generated and conceived through synthesis of applications (chicken-egg continuum) its origins based on practical necessity. "Theory or Practice" tends to demonstrate the efficacy of the other.

VC

34. Yes - Each participant works within his/her own domain, i.e., college (within college) and basic ed. (within K-12 structure).

35. Definitely - the formulation of any theory is for the purpose of being implemented. Without implementation, theory is daydreaming. Conversely, practice without theory is rudderless sailing.

36. ? - There is an interface and sadly, theorists and practitioners are not operating at his interface. Dr. Pinar's origional presentation attempted to address this problem.

37. No - The separation reflects a fundamental difference between freedom and tyranny. They are not entirely separate anyway. Some of the most practical theorists are also practitioners.

38. Yes - But I guess it is all right for some to "theorize" without worrying about practice. And for some to "practice" without theorizing. It's the "crazies" like me who try to relate them that makes it interesting.

39. Yes - It must be translated into actual practice or it is of no value-but those using it do not need to understand it in the depth that curriculum developers must.

40. Yes - Theoretically, I do not believe that you can separate the two, as all curriculum theories have been arrived at artificially.

41. Yes - There is no need for theory if it has no practical application.

42. Yes

43. No

44. Yes - If as I am inclined to believe that curriculum theory is nothing more than interrelating curriculum development and learning theories, then the question becomes irrelevant. However, a skillful blend of learning theory, appropriate curriculum programs and the proper administrative and organizational strategies will most likely provide positive educational changes with motivated and accepting teachers. Curriculum implementation only happens when teachers, supervisors, etc. have been properly involved, given resources to teach; exposed to inservice and have been given control of their teaching environment within good clearly defined educational and management goals.

45. No - It's a reality.

46. No

V D. Do you believe that curriculum theory and practice are fundamentally distinct enterprises which we sould strive to keep separate?_____ If so, please explain.

1. No - See other responses
2. No
3. No
4. No!
5. Absolutely not!
6. No - To follow up on C, I believe that all but the worst teachers gravitate towards some theory. Making one's assumptions explicit - then examining them criticaly - is a crucial process that involves the interaction of theory and practice. (this is different I believe from following a theory slavishly.)
7. No - I think the theorists have shirked their responsibility tho, in not always drawing direct applications, examples of how their thoughts impact or could impact or could impact we practitioner's actions.
8. No
9. No - Without transferring, in an understandable manner, curriculum theory into classroom practice, curriculum theory is only an abstract useless intellectual endeavor.
10. No - Not if we want our theorizing to have an impact on what happens in our schools.
11. No.
12. Same question as C
13. No - There needs to always be a consciousness of why we do what we do and an experimental nature of inquiry to the process.
14. Yes - They are separate by nature but I don't see any need to actually engage in efforts to cultivate this separateness.
15. No
16. No
17. No
18. See above (See #IV)
19. No
20. No

21. No

22. No

23. No

24. We must understand the theory from which practice evolves.

25. No

26. No

27. No

28. No

29. No

30. N/R

31. No - To ask this question is to reveal a fundamental ignorance of both!

32. No

33. No - Theory is of no value unless it provides the assumptions upon which new applications can be made. Theory should guide development and research of ideas.

34. No

35. No

36. No

37. No - See C. above

38. No - see above

39. No

40. No

41. There is no need for theory if it has no practical application.

42. N/R

43. Separate insofar as they are distinct however they must work together.

44. No

45. No - One cannot survive without the other if you intend to implement.

46. No

VI. What has your own experience taught you about how we should conceive of the relationship between curriculum theory and practice?

1. See other responses

2. See #II

3. What we practice should be what we preach. What we preach should be based on sound curriculum theory that emerges from the best research we can find. We might need to separate the two to analyze them for improvement sake-otherwise, they walk hand in hand.

4. One cannot exist without the other.

5. Look at any school -- what characterizes the emphasis of that school? What is the background of the principal? Far too often, theory is non-existant -- practice is haphazard. If not for the professional qualities of outstanding teachers - accountability would often be nil. Somehow the theorist and practitioner must speak in one voice or else the public speaks for us.

6. About fifteen years as an in-service person have taught me that teachers and administrators are engaged by ideas well-presented as long as you can demonstrate the incarnation of those ideas in practical classroom activities, and cite successful uses of the ideas by everyday practitioners. (the Rand study and other research in in-service supports this observation.)

7. Action speaks louder than words. The relationship works backwards--if a teacher can't explain exactly why he/she is doing any given activity with any given child (at any point in time), then there is need for more study of theory. (Used for remediation). The teacher who can explain, needs theory to cement, refine polish thinking. (Used for reinforcement.)

8. Theory should be practical. If it isn't, does it really serve any purpose?

9. Look very carefully at the work occurring in the field of the gifted. It is the only area that I know of where various curricular theories, e.g., Bloom's taxonomy, Giulfords SOI, are being <u>seriously considered</u> to see what their implications are for program design, implementation and evaluation and where people are truly trying to do this.

10. We need theorists. We need practitioners but most importantly we need those who make theory meaningful and useful for the practitioner--the bridge builders so to speak. Without them both ends flounder.

11. They are interchangeable. We get in trouble however when we try to utilize one theory so exclusively that we negate others. The practice of theory must suit the occasion.

12. I think your committee has a hopeless job because curriculum theory is so vague a term. It encompasses societal theories, learning theories organizational theories etc.

VI continued

13. We should view curriculum development as a field of inquiry-stating then testing our assumptions in practice; gathering data to support our theory.

14. Theory can guide practice and practice can help to refine theory. Ideally the theoretician should have some practice and the practitioner should be consistent withtheory.

15. I have written experimental Title IV-C projects based in some respects on a particular theory of curriculum -- and we need the theories to be tested periodically.

16. My own experience has lead me to believe that it is as important for those who teach to know about curriculum theory and to practice it as it is for those who write and think and research curriculum to teach it. The understanding only comes when one has actually been full cycle -- our universities are full of Education professors who have stopped going around the circle -- they often spend their days talking about teaching and how to, but they never teach, that comes from not having put theory into practice!

17. Most of the nuts and bolts curriculum work is based on teacher needs and opinions (I don't support this, mind you). To move from theory to a curriculum structure teachers will at least try to classroom practice is a dreadfully difficult journey rarely accomplished.

18. See above -- refers to #IV in VC.

19. Inextricably interwoven

20. Practice does not necessarily match theory, although it may. It is often the practice which defines the theory -- many teachers wish to be concerned only with what "is" not what "might" or "should" be which is their definition of curriculum theory. Theory is most often discussed only when required classes or courses, school accreditation, etc; even then it is an end product, not the beginning.

21. I would like to think both theory and practice can be at work in the same place; i.e. school district or higher education. We seem locked into the eternal separation of theory in higher education and practice in basic education. I think we are all poorer because of it.

22. We should conceive of the relationship as a mutual constructive process that is continually changing to meet societies needs and demands but allowing for a temperate approach that takes time in order to smooth out any great fluctuations and make the transition smoother.

23. Teachers fear theory. We need to help them see its relationship to practice. Zais' model helps in this respect.

24. It is impossible to intelligibly discuss curriculum as an end, a product. Curriculum has many dimensions, both managerial and technical, that must be understood and communicated. We must understand curriculum as both a process and a product. The notion of curriculum systems and the elements that go to make up that system are absolutely critical in relating theory to practice.

'VI 'Continued

25. Yes--practice must be based on some theory on the part of the teacher and the curriculum developer.

26. N/R

27. Oh--I'm writing papers on this very point

28. I think I've said it above.

29. It is extremely difficult to operate from this posture when so few members of the curriculum and instructional team are even remotely aware of the literature. This type of environment results in the reduction of use of existing knowledge and information as well as subordination of its importance.

30. Curriculum theory should consist of possible models that are tested in schools, modified as needed and then put into practice.

31. Curriculum theory by definition is intended to help us understand the practice of curriculum development, implementation and evaluation. Perhaps it also helps us appreciate the need for curriculum structure and the various forces that shape the structure we get.

32. Bring together the two and develop as well thought out change process involving those who must change in an <u>active</u> role. Adopt whatever change strategy will work in your district without your having to refight every battle which somebody lost in the past!

33. The most effective theoreticians are those who roll up their sleeves and help develop validated-research-oriented innovations. In fact most theories seem to be conceived of "sweat" and "tears" involvement that demonstrates need and derives an amalgamation of factors resulting in a different idea. Theory is seldom developed in a vacuum.

34. A direct and active program with teacher institutions and basic education (K-12) institutions. Many times, what is being taught in the college is not stressed in the K-12 classroom.

35. We cannot conceive of theory untested or practice not guided by theory. Consider it as love and marriage--they go best when together.

36. It has been rewarding for me to work on both sides of the interface. To read theory or to even create some theory and then to implement activities consistent with the theory is exciting. However, I have fairly unique experiences and training to draw from.

37. The theorist in me visualizes the ideal based on my values, perceptions and aspirations of others as expressed by the actions of special interest groups and politicians. Theory should continue to hold up the ideal. Practice should approach as near the ideal as reality will permit.

38. See above

VI Continued

39. Objectives are identified and applied based on theory but the depth of understanding varies depending upon the level. The teacher needs only a minimum of theory, but much in the way of practical helps based on good theory. Those developing curriculum must thoroughly understand the relationship.

40. In an earlier question, I think I answered this by stating that curriculum theory and practice are one and the same, since both are artificial or created ideas. it most certainly depends on who uses what theory and which one they can put into practice. Philosophically speaking, they both exist only in the mind. Some practices are only the results of theory being used by more people more than other theories.

41. As with any sound research, once a viable theory has been stated, research, application, and evaluation must be planned and implemented to test the theory.

42. In most districts practice is "what is just because" and theory is that "stuff that colleges push" -- We need rather to educate educators to the need for a reason for "what is" and methods for determining "what should be" in the district based on historical, societal and local reasons and then methods for achieving the transition to practice based on this reason, instead of the reverse.

43. N/R

44. N/R (lengthy response to V-C.)

45. High administration must support the effort to bring the two together. Where that is the case, an improved instructional program is clearly obvious. In this setting, activities can be designed from the beginning of course development to implementation and revision.

46. That theory is valuable when it can be interpreted and utilized as a method of assisting teachers.